GREENWOOD ACADEMIES TRUST

Kingswood Secondary Academy

Behaviour Standards

Rationale

At Kingswood Secondary Academy we aim to create a calm, caring and safe environment in which all students feel able to thrive, make excellent progress and succeed in achieving their full potential. At Kingswood we believe that children learn by example and that teachers and parents have a shared responsibility in setting a good example as well as ensuring that the rules are followed.

At Kingswood we RISE to the top together through showing each other Respect, being Independent and displaying a sense of Service to the Community and Empathy at all times. We are inspired to achieve through excellent learning opportunities where Questioning, Engagement and Challenge enable all to thrive and RISE!

We act with integrity, doing the right thing even when nobody is looking as we build the community we wish to live in and treat each other with the Respect we would hope to receive regardless of gender, sexuality, disability or race. We are independent learners because we always come to school on time, in the correct uniform and with the right equipment. We display excellent attitudes towards our learning. We understand it is our responsibility to do so and in so doing, we prepare ourselves for our futures. We live enriching lives beyond the classroom which includes participation in clubs, leadership and charitable activities enabling us to become empathetic citizens with a sense of service to our community.

We are proud to contribute to our school and town community, proud to be Corby, proud to be Kingswoodians - so now let's RISE together!

Policy Aims

The aims of the policy are:

- To create a safe, inclusive and calm environment where all staff, students, parents and visitors are able to thrive free from any harassment or bullying
- To have the highest expectations of student behaviour in order to support good learning and maximise their opportunity to achieve greatness
- To ensure all students develop excellent learning habits that they need to be successful in school and life
- To create an environment where students can grow and become mature, self-disciplined, hardworking and able to accept responsibility for their own actions.
- To ensure students can learn, develop knowledge and understanding and find a love for their subjects
- To develop strong partnerships with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties.

Kingswood Secondary Academy will ensure the school has a safe, calm and productive environment, where staff and students feel supported and their work is valued. Rich opportunities add huge value to the educational experience of every child at Kingswood and this is mirrored by the pastoral care provided. We understand how important it is for students to build character and resilience, to learn about themselves and develop their view of self, including discovering talents and becoming active members of the community. We will work tirelessly to ensure that students seek out the best possible future for themselves and achieve it.

Equally, we appreciate how important it is for students to learn and take seriously their academic studies. This must be at the heart of what we do. Creating a climate where every child, especially our most vulnerable, achieve their full potential in their academic studies, the Academy must have effective discipline, consistent practices and high expectations for all.

The Law

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all Kingswood staff with responsibility for students. The Academy must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The Greenwood Academies Trust has a duty under section 175 of the Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This document is written in conjunction with the Greenwood Academies Trust Pupil Behaviour and Exclusions Policy which can be found at https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf.

Roles & Responsibilities

At Kingswood we expect exceptional behaviour and conduct. We expect students to adhere to and follow *'The Kingswood Way'* at all times. We expect parent/carers to support the Academy in making sure their child meets Academy expectations and we expect a consistent approach to behaviour management from all members of staff. Promoting good habits of behaviour around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the school and should lead by example.

Students are expected to:

- Arrive to school every day on time
- Always wear their uniform correctly and with pride
- Conduct themselves around the building and school site in a safe, sensible, manner and show regard to others
- Arrive on time to lesson with full equipment
- Follow all reasonable instructions given by staff *first time every time*
- Behave in a positive, kind and polite manner to all staff and students
- Show respect for the opinions and beliefs of others
- Complete all class work to the best of their ability
- Meet all deadlines and hand in high quality homework
- Show respect for the working environment.

The role of all staff is to ensure the following:

- Ensure quality first teaching every day in every lesson and ensure that they are well planned and resourced so that they challenge and inspire all learners and meet their needs
- Through Unconditional Positive Regard, build positive, caring relationships with every student so that they feel valued, understood, safe and cared for
- Build and maintain positive relationships with parents and carers
- Ensure that school systems and structures are followed consistently and students feel they are treated fairly
- Ensure every child receives regular verbal praise
- Maintain a safe, organised and stimulating learning environment where students have access to resources that support their learning
- Model and teach emotional literacy to help children interact positively and deal with issues through PSHE lessons and Form Time activities.

In addition to the above, all school leaders will also:

- Be accountable for specific year groups or groups of students across the school
- Ensure 'Reflection Sheets' are filled in by students correctly then followed up and monitored accordingly

- Support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice
- Assist teachers in investigating and recording behaviour incidents in line with this policy
- Investigate behaviour incidents rigorously and ensure closure on all incidents
- Be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing
- Deal with incidents which occur outside school in an appropriate manner and inform the head teacher
- Keep behaviour records in line with this policy
- Send behaviour letters home or make phone calls and run meetings with parents alongside class teachers and/or SENDCo or other relevant professionals

Furthermore, the Principal and Senior Leadership Team will ensure the Kingswood Behaviour Standard is implemented in full. The Principal and Deputy Principal (Climate and Culture) will be involved in all serious cases that may involve exclusion. The Academy will report all incidents of bullying and racist behaviour along with exclusions to the Local Authority (LA) on a termly basis.

Parental Responsibilities

- Ensure their child is on time for school ready to learn in full correct uniform and with all of the equipment they require for their lessons
- Have regular discussions with the class teacher and other appropriate school staff about their child's behaviour if deemed necessary by the school
- Work in partnership with the school and support the systems and structures related to behaviour management
- Attend all parents' and information evenings and activities that support their child's learning
- Be aware of the events taking place in school via the newsletters, texts, letters home and website.

Everyday Expectations – *'The Kingswood Way'*

The Kingswood family is built on Empathy, Respect and Kindness for others. Teachers and students work together *'The Kingswood Way'* to get the best out of each other and support each other to be the best version of themselves.

We have high expectations and accept no excuses. We believe every student has the right to have access to a high-quality educational experience that enables them to be successful and achieve greatness. As a result, the Academy has a zero-tolerance approach to disrupting learning.

Our '*warm but strict'* approach to behaviour management means, we do not choose between being either the warm teacher, with strong relationships with students and their families, high regard for the emotional well-being of their students and a kind demeanour, or the strict teacher who has high standards of discipline, who demands the best efforts from their students with firm boundaries and a consistent approach, **but we are both at the very same time.** Teachers at Kingswood **care enough to challenge** because we want the best for our students.

At Kingswood we work hard, and we are kind to one another. We explicitly teach our students how to be polite and respectful to one another using our RISE Value of RESPECT. We show respect to each other by:

Using each other's name

Students always refer to teachers by using their preferred pronoun (e.g. Mrs Smith). It's a sign of respect. It's polite. All teachers will treat all students with the respect they deserve and be extremely polite whilst showing unconditional positive regard. Teachers should always use a student's name and / or preferred pronoun and make them feel valued and teachers should expect the same of students.

Saying thank you

Within the Academy all members of the school community hold doors open for one another. Students let people pass in front of them, they don't barge past and they politely let people pass. If somebody drops something, students help them pick it up, they pass books along carefully, efficiently and politely. Students queue for lunch politely and efficiently, in a single file and they have their eyes facing the front. These are all signs of mutual respect.

Saying excuse me

Students never push past or interrupt people. If they want to get past, they say "Excuse me" politely. Then they wait patiently if necessary. Similarly, if they want to talk to somebody, a teacher for example, they say, "Excuse me Sir/Miss. Do you have a minute? Could you help me with something?" Students don't take others for granted. They are polite. They are especially polite and respectful in corridors, on the stairs and when queuing. When queuing, students remain in single file, eyes front. They do what they have to do smoothly and efficiently. They are polite to students in lessons, students they don't know, and to all members of staff. That includes office, catering and cleaning staff. There are no exceptions.

Saying please

Students and teachers show gratitude every day and in every interaction they have. We say Sir/Miss/Mrs or Name, Thank you, Excuse me and Please naturally.

Smiling

At Kingswood we smile. Students and staff are polite and welcoming. When students greet somebody they smile. When a teacher says hello in the corridor students reply with a "Hello Miss!" or "Morning Sir!" and smile. We are professional. When students go for interviews, whether that's for college, for university, an apprenticeship or for jobs, people are immediately impressed by their good eye contact, the way they smile and the way they articulate themselves.

Our Learning Habits

At Kingswood, we teach students to break old habits and learn new empowering habits that will make them successful in life. *'The Kingswood Way'* provides a framework to ensure our RISE value of INDEPENDENCE is embedded into our daily practice and routine. Our learning habits are:

1. In school on time
2. Perfect Uniform
3. Ready to learn
4. First time, Every time
5. Right place, right time, doing the right thing

From the very first day students start their learning journey at the Academy, they are expected to pick up and keep our five learning habits which we believe every student has the ability to demonstrate.

In doing so, each student will thrive at Kingswood and will have the knowledge, skills and understanding they need to be successful at college, university, apprenticeships and in the professional world of work.

Whilst sometimes this may be challenging, we expect our students to live by our learning habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits are not met, a same-day sanction will be issued. Every time a member of staff issues a student with a warning, detention or time in Remove they are reminding students of the behaviours we expect to see and the behaviour we will not accept – we care enough to challenge. It is vital that sanctions are served on the same day so that students have the opportunity to reflect on their mistake and have a restorative conversation with the member of staff affected by their actions. This allows the student to take the necessary next steps to ensure they improve their behaviour by making the right choices to avoid making the same mistake again.

All members of staff are expected to actively promote Independence through using the *'Kingswood Learning Habits'*:

Learning Habit 1: In school on time Students who want to achieve greatness always attend and are on time.	• Students will be met by their Form Tutors at the start of every day in the muster areas • Students will attend school every day (unless absent due to a diagnosed medical condition and absence is supported by GP) • Students will strive to achieve at least 97% attendance but aim to achieve 100% • Students will arrive at the academy on time every day • Students will enter the school building through the correct Student Entrance • Students will arrive to all their lessons on time every day • Teachers will take the register within the first 10 minutes of every lesson • Any absence will be followed up with a same day call. Anything less than 97% attendance is not good enough and the Academy would expect this only to be the case for students with serious medical issues. If students are ill, then parents / carers must contact the academy on the morning of each day of absence. If attendance falls below 94%, parent meetings will be arranged with the attendance officer or Head of Year. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances. Meetings will be arranged with families and students who have attendance of less than 94%.

Learning Habit 2: Perfect Uniform Students who want to achieve greatness wear their uniform correctly and with pride. *Refer to the updated Academy uniform policy for explicit guidance on what we consider to be 'perfect uniform'.*	• Students will arrive to school on time, wearing the correct uniform, in the correct way, every day • The Tutor Team will check students uniform every morning at the Student Entrance • The Year Team will make sure any missing uniform items are addressed and uniform has been corrected • Students will make sure their uniform is worn perfectly for the duration of the school day • Students will only take their blazers off in lessons and when given permission to do so by an adult. If students breach any one part of our uniform code, they will either be given some temporary uniform to wear, sent home to change, or will be sat in the Academy's Remove Room until their uniform meets our expectations. We will do this to ensure that all our students take pride in their appearance and to make sure that all students are treated fairly. Further details around specific uniform expectations can be found on the Academy website.
Learning Habit 3: Ready to Learn Students who want to achieve greatness always bring the right equipment to the academy every day.	• Students will arrive to school every day with a pencil case that contains 2x black/blue pens, 2 x red pens, highlighters, pencil, ruler, rubber and scientific calculator • Students will bring their reading book to school every day • The Tutor Team will ensure students are ready to learn by carrying out equipment checks every morning in Form Time • Students will buy any missing equipment before lessons begin from the stationary shop located at Student Entrance. All the above items are available to buy for significantly less than the usual shops If students fail to have the correct equipment, they will receive a detention on the same day that they failed to demonstrate this vital learning habit. Whilst in lessons, students will follow these expectations: • Teachers will have a seating plan and students will sit in their allocated seat • When not reading or writing, students will sit up straight • Students will sit up straight, eyes front, looking at the teacher • Students will listen carefully to the teacher when they are talking. They don't pick up their pen or ruler, or anything else, until the teacher gives them a signal • Students will ask and answer questions related to the learning • Students will never interrupt their teacher or another student when they are taking • Students will keep their eyes on the teacher whenever they are talking • Students will deliberately concentrate on what the teacher is saying at all times • Students will look at the board, listen to the teacher, read and practice the work set in silence. **<u>Items not permitted in the Academy are:</u>** • Chewing gum • Unhealthy snacks or sweets

	• Any non-uniform items <u>All these items will be confiscated and will only be returned to parents at the end of each academy term.</u> Mobile phones are not allowed to be used, seen or heard in the Academy. However, if parents/carers want their child to bring a phone to school for safety reasons, they must be switched off before students enter the green metal gates and kept off in their bags (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees or hears a mobile phone, it will be confiscated immediately. If parents/students need to contact each other they can do so by either phoning the Academy or using the Academy phone to contact home. If this is repeated, then students will have to hand in their mobile phones at the start of the day and collect it at the end of the day for the foreseeable future. A detention will be issued if a student is seen using their mobile phone in the Academy, and parent /carers will be invited in to meet with a member of the SLT. Students who refuse to hand their mobile phones to a member of staff may be excluded.
Learning Habit 4: First Time, Every Time We know that students who want to achieve greatness do not answer back and trust that teacher's instructions are to help them be successful.	• Teachers will give students clear instructions • All students will follow instructions first time every time • Students will trust staff and never question an adult's decision anywhere in the Academy. If students fail to demonstrate this learning habit they could be removed from lessons and placed in the Remove Room for a fixed period of time. In some circumstances, students may be excluded for displaying persistent poor behaviour. If a student feels unfairly treated, they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. The member of staff should always provide the student with the opportunity to express themselves and their feelings at the appropriate time and in the appropriate manner. If a student feels uncomfortable approaching the member of staff or they have not been given the opportunity to speak to the teacher at the appropriate time, they should speak to their Head of Year or Deputy Head of Year in the first instance.
Learning Habit 5: Right place, right time doing the right thing. Students who want to achieve greatness are always in the right place at the right time doing the right thing in every lesson and behave in a purposeful manner outside of lessons.	Our Teaching Framework provides us with the model of what is expected of all teachers and students and expects that: • Teachers will greet students at the door. • Students will arrive to all lessons on time every day with the right equipment. • Teachers will have a Do Now Activity ready for students to complete • Students will complete their DNA in silence. • Students will complete all tasks set in lessons to the best of their ability • Students will follow instructions first time every time • Teachers will count down from three to show they want silence • All students will respond immediately and be silent by the time the teacher counts down to one.

	• Students will remain in silence when asked to line up and being dismissed from lesson • Students will stand behind their chairs in silence waiting to be dismissed at the end of every lesson every day Around the Academy, it is expected that: • We will all walk on the left-hand side of the corridor in a single file when moving around the Academy and to and from lessons • Teachers will move students along corridors during lesson transitions creating a sense of urgency between lessons and to continue the controlled exit from their lesson and entry of students in to the next lesson • Students will behave in a sensible, responsible and respectful manner when in the playground during breaktime and lunch time • Students will line up in a single file, facing the front when queuing for break / lunch food • Students will remain seated in the Atrium when eating their lunch and will use their indoor voices. They will return their tray and put all rubbish in the bin • Students and staff will pick up any litter seen within the Academy • Students will use indoor voices on stairwells and in corridors • Students will remain in silence in assemblies unless they are invited to speak by the member of staff leading the assembly When outside of school When students are wearing their Academy uniform, they are representing the school. This includes walking to and from school. If students display unacceptable behaviour outside the Academy, such as fighting, anti-social noise/behaviour, smoking or disrupting and/or being unkind to members of the public whilst in school uniform they may be excluded – see below for further details of 'bringing the Academy into disrepute'.

The beginning and end of lessons

At the beginning of every lesson:

- When students arrive to their lessons, the teacher will meet and greet them at the door and check for perfect uniform
- Students only enter the classroom when they are asked to by the teacher

At the end of every lesson:

- Teachers do not teach right to the very last second and then pack away in a rushed and inefficient manner
- The teacher will use the last five minutes of each lesson to pack away, ask questions, and get students ready to go off to their next lesson
- Students pack away exactly as instructed
- Students are expected to stand behind their chairs in silence. Students do not talk to their friends. They remain focused on the task of packing away and then track the teacher
- Around two minutes before the end of lesson the teacher will give students the signal and they will stand in silence, and the teacher will dismiss students row by row.

Unless a student has a medical need with a toilet pass, they should avoid going to the toilet during lessons. Students are expected to use the toilets at break/lunch times and should only use the toilet designated to their year group. If students need the toilet during a lesson the teacher will give the student a toilet pass. Students should not go to the toilets in the last five minutes of break/lunch to ensure they do not miss a single second of lesson time.

Promoting & Rewarding Positive Behaviour

At Kingswood Secondary Academy we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. The following is a list of rewards that will be used at Kingswood Secondary Academy:

1. RISE Points

The purpose of RISE Points is to encourage positive behaviour through giving children an instant reward for their behaviour and attitude. RISE Points are the primary method of rewarding good behaviour on a daily basis. Any member of staff can award RISE Points and they are small tokens of appreciation which are awarded to students for any of the following reasons:

- An outstanding piece of work
- Demonstrating good effort when encountering a challenge
- When a learning target has been exceeded
- Supporting other students in their learning
- Promoting good behaviour in others
- Improving their behaviour
- Taking responsibility for their learning
- Carrying out extra responsibilities in class
- Answering and asking questions well
- Developing confidence in an area
- Making a positive contribution to our or the wider community

This is not an exclusive list and is regularly reviewed by the Pastoral Team.

Parents and Carers are able to see when their child has been awarded a RISE Point on ClassCharts.

2. Achievement Assemblies

The purpose of celebrating our Achievement Assembly is to focus on rewarding good behaviour and attitudes, which are linked to our values and standards, and promote RISE Points, Outstanding Effort and High Attendance in front of the whole school on a termly basis.

Every term, each Faculty and Subject area nominates two students based on their effort in that subject – this does not necessarily mean they were the highest achievers in that subject, but rather they showed the highest level of commitment to succeeding in that subject. The child is congratulated in assembly by the Principal or Senior Leader and receives a badge and certificate to take home.

Children with 100% attendance are also rewarded with a badge and certificate.

A student is nominated by their HoY as the Star of the Term. A piece about each child is written by the HoY and read out to everyone before a gold star badge is awarded and their profile put up in the reception areas to celebrate their outstanding efforts.

Students who show outstanding effort and achievement will also receive a certificate and letter home after their termly reports and during the End of Year Celebration evening, silver and gold ties are awarded, faculty badges and general effort and commitment over the year is recognised.

3. Privileges

Year 11 students who have shown excellent standards of effort, positive behaviour and high attendance, the Mezzanine (Mezz) is a space they can access at break times to relax in a comfortable and welcoming environment. Year 10 students who show similar levels of positive behaviour will have access to the courtyard with covered seating from the spring term.

Behaviour and Sanctions

We will not have learning disrupted and the futures or knowledge of others disrupted or diminished due to poor behaviour. Learning is at the heart of everything we do at Kingswood and we are committed to ensuring that our students gain the knowledge, skills and understanding they need to achieve ensure they are successful at school, are highly employable in the future and are ready to lead happy and successful lives.

To achieve this, all students are expected to demonstrate the *'Kingswood Learning Habits'* 100% of the time.

At Kingswood, we have a three-stage consequence process for managing disruptive behaviour in the classroom:

Stage 1: A verbal warning will be issued and logged on Class Charts.	**Students who display any of the behaviours below during a lesson will be issued with a warning:** **<u>(This is not a definitive list):</u>** • Calling out when not asked to • Making inappropriate noise • Refusal to follow instructions first time every time • Refusing to sit where told first time every time • Ignoring or arguing with your teacher • Interrupting whilst someone is talking • Chatting • Fussing • Drumming on a table using hands or equipment • Using inappropriate language • Inappropriate comments • Inappropriate gestures • Laughing when someone gets an answer wrong • Chewing gum anywhere in school • Distracting others • Mocking or teasing other students • Poking or prodding others • Throwing objects
Stage 2: *Reflection Time* given	**For persistency of the above behaviours. Again, this will be logged and Class Charts and they will <u>gain a second negative point for this.</u>** The student is asked *calmly and politely* to step outside the classroom for a period of no more than 1-2 minutes to enable the student time to be spoken to by the class teacher and have the opportunity to apologise for the behaviour **Students will receive a 20 minute detention on the same day**
Stage 3: Removal of the student from the classroom. 'On call' is to be used when: 1. A student has failed to correct behaviour following the staged warning system 2. A serious or very serious incident has occurred.	**Students who have failed to correct their behaviour after a warning is issued and reflection time given will be removed from the lesson (they will also receive a third behaviour point):** • Teacher will use 'On Call' using class charts • Teachers will provide the name of student, location and outline of reason • The on-call member of staff will calmly and quickly enter your classroom, quietly ask the student to follow them and leave

	• The adult will always respond calmly and speak quietly • Students will be removed from the lesson and placed in Remove • In the Remove provision, students will be engaged in a reflection activity, complete work given by the class teacher and then private reading of an appropriate text • The Year Team will log the details of the 'on call' on class charts • Parents/carers will be notified of the removal via class charts notification • **Students will receive a 40-minute detention on the same day as a consequence for On Call** • **If students refuse to leave the lesson this would immediately escalate to full day in Remove or FTE if student refuses to follow instructions.** All students receive a fresh start next lesson and given **unconditional positive regard**. If a student is removed more than once in any given week, the sanction will be escalated by the Year team to an SLT Detention. If a student receives repeat warnings, repeated On Calls in a day and/or repeated stays in the Remove provision they will not be allowed to return to lessons until a parent/carer meeting has taken place.

The Remove Room

Students will be placed in the Remove Room as a consequence of on call and will be collected by a member of the Year Team or SLT on duty.

Before entering the Remove Room, on call staff will inform students of expectations in the provision:

- To be silent
- To follow instructions first time
- Complete the reflection activity
- To complete appropriate work

On entry, the student will be seated as required by supervising member of staff. Details will be logged on class charts and parent/carer informed via text.

Students will engage in the work set by the class teacher or private reading of an appropriate book if they have completed all of the set work. If a student is removed twice in one day, they will be placed in Remove for the rest of the day and attend a 60-minute SLT detention the same day.

Sanction Levels, Consequences and Support

	Minor	Medium	Serious	Very Serious
	Class Teacher	Faculty	Pastoral Team	Senior Leadership Team
Action	• Throwing paper / littering • Calling out • Chewing gum or eating sweets • Not following instructions • Incomplete class work • No homework • Lack of equipment • Incorrect uniform • lateness	• Persistency of minor incidents • Rudeness to staff • Swearing • Verbally aggressive behaviour to another student	• Persistency of medium incidents • Truancy from school or lessons • Extreme rudeness • Aggressive behaviour • Smoking • Refusal to comply with other sanctions • Theft • One off bullying type incidents (e.g. name calling) • Damage to property	• Persistency of serious incidents • Sexual harassment or harmful sexual behaviour • Sexual contact • Peer-on-peer / child-on-child abuse • Serious or persistent incidents of bullying • Racial abuse • Fighting • Bringing an offensive weapon to school or using an item at school as a weapon • Involvement with drugs or alcohol • Physical aggression towards a member of staff
Consequence	• Verbal reprimand • Reflection time with short cooling off period outside the classroom • Note to parent in Student Planner • Moving seat • Short detention (20 mins) • Phone call home • Sent to the Remove Room (supervised by an adult) • Community service	• Sent to the Remove Room (supervised by an adult) • Faculty detention (40 mins) • Discussion with Form Tutor, DHoY or HoY • Referral to DHoY / HoY • Community service • Any other sanction as deemed appropriate	• HoY's Detention (40 mins) • Community service • Reflective study programme • Any other sanction as deemed appropriate (e.g. IE or FTE)	• Internal exclusion • Fixed term exclusion • Managed move • Alternative provision • Permanent exclusion • Police involvement • At the principal's discretion, alternative consequences may put in place which are appropriate to the incident

Support	• Unconditional Positive Regard from following lesson • Restorative Justice conversation between adult and student	• Unconditional Positive Regard from following lesson • Meeting with pupil • Contact with parents by phone • Placement on Faculty Report • Restorative Justice	• Meeting with parents/guardians • Placement on DHoY or HoY Behaviour Report • Internal behaviour counselling services • Individual Behaviour Plan • Work provided to continue education for duration of exclusion • HoY / SLT meeting upon readmission • Restorative Justice • Unconditional Positive Regard from following lesson	• Meeting with parents/guardians • Placement on SLT Behaviour Report • Individual Behaviour Plan • Internal behaviour counselling services • Restorative Justice • Unconditional Positive Regard from following lesson • Statutory work with outside agencies to continue to provide education where necessary

Sexual Harassment and Harmful Sexualised Behaviour

Our position as a trust and within all our academies is clear: **sexual violence and sexual harassment are never acceptable, will never be tolerated and are not an inevitable part of growing up**. Such behaviour will never go unchallenged or become accepted and we remain committed to working openly and transparently with to promote mutual respect.

Our Safeguarding and Child Protection Policy has guidance within it around the indicators of peer on peer abuse and harmful sexual behaviour along with our response procedures. All relevant Safeguarding Policies are available on our Academy website.

All students are taught the Relationships and Sex Education (RSE) curriculum.

The appropriate means for disclosing an allegation of abuse relating to another student is always to inform a member of the specific academy's safeguarding team directly or a member of the Trust Safeguarding Directorate. In the event that an allegation is made against a member of staff, this must be sent to the Academy Principal or directly to the Trust Safeguarding Directorate. We will always act on concerns raised.

Bullying and Peer-on-Peer / Child-on-Child abuse

We deal with bullying immediately and we operate a zero tolerance of it. There is no legal definition of bullying, but we have adopted Bullying UK's definition:

"Bullying is repeated behaviour which is intended to hurt someone either emotionally or physically." We are also clear that bullying is not:

- One-off occasions of being left out, people not getting along, meanness or nastiness
- A random act that made you scared or hurt
- Falling out, arguing or fighting with people, when both sides are to blame.

Even though these are not bullying, these are still not acceptable behaviour and will still be dealt with. They may still constitute peer-on-peer abuse.

If a student feels like bullying or peer-on-peer abuse is taking place, they should tell a member of staff as soon as possible. If they are not the victim, they can support the victim by:

- Going with them to see a member of staff and backing up what they say to the member of staff.
- Telling them that you'll help them to tell their parents
- Helping them tell their parents what's happening and asking them to communicate that to their Head of Year
- Keeping a diary of what they see going on so that they can give the member of staff a reliable account of what has been happening.

Students are reminded not to be tempted to respond to any bullying or hit back because they could get hurt or get into trouble.

Exclusions

In cases of misconduct, fixed term and permanent exclusions from Kingswood may be necessary in response to serious breaches of the Academy's behaviour policy. The Academy has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DFE September 2012).

Only the Principal (or the Deputy Principal when the Principal is absent from school) has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year (or 15 days in a term). In extreme and exceptional circumstances, the Principal may exclude a child permanently. The Principal cannot extend a fixed-term exclusion or convert a fixed period exclusion into a permanent exclusion. However, they can issue a further fixed term or a permanent exclusion to begin immediately after the end of the first fixed period. This usually happens where further evidence has come to light.

If the Principal excludes a child, the parents or carers will be informed immediately and be given reasons for the exclusion followed up in writing. This letter will include details of the statutory process as stated in DFE guidelines. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, make representation to the Academy Advisory Board.

The Principal will inform the LA and the Academy Advisory Board about any exclusions on a termly basis.

The Academy Advisory Board cannot exclude a child or extend the exclusion period made by the Principal.

The Academy Advisory Board will consider any representations made by parents if they dispute a decision to exclude, either by request in writing or as stated within statutory guidelines.

National Standard List of Reasons for Exclusions

1. Physical Assault Against a Student - fighting, violent behaviour or wounding
2. Physical Assault Against an Adult - violent behaviour, wounding, obstruction and jostling
3. Verbal Abuse / Threatening Behaviour Against a Student - threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
4. Verbal Abuse / Threatening Behaviour against an Adult - threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
5. Bullying – persistent verbal, physical, homophobic or Transphobic, racist or bigoted behaviour
6. Racist Abuse - racist taunting and harassment, making derogatory racist statements, swearing that can be attributed to racist characteristics or racist graffiti
7. Sexual Misconduct - sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti
8. Drug and Alcohol Related - possession or distribution of illegal drugs, inappropriate use of prescribed drugs, smoking (inc. eCigarettes), alcohol abuse, substance abuse
9. Damage - vandalism, arson, graffiti or destruction of school or another student's personal property
10. Theft - stealing school property, stealing personal property (pupil or adult), stealing from local shop, selling and dealing in stolen property
11. Persistent Disruptive Behaviour - challenging behaviour, disobedience, persistent violation of school rules.

The decision of a fixed term external exclusion is taken by the Principal where behaviour is deemed severe. Students may be externally excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy community.

A fixed term exclusion can also be for parts of the school day. The length of the fixed term exclusion will be determined by the severity of the incident which could occurred inside or outside of the academy. Students will be issued work to complete. Students will not be allowed back into the academy until this meeting has taken place.

If a decision is taken to exclude a student for a fixed period of time:

- The parent/carer will be contacted as soon as possible and will be required to attend a meeting with a member of SLT. The decision will be confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. Details of parents' right to make representations about the exclusion will be outlined in the letter.
- A reintegration meeting with a member of SLT will be arranged for the parent/carer and student to attend following the exclusion to determine the reintegration package which will offer appropriate challenge and support.

Following this meeting:

- The student will be reinstated with a clear re-integration plan
- The student may be placed on report or another appropriate temporary sanction or support
- Behaviour support and 'reasonable adjustments' will be reviewed
- Where appropriate, an apology is given to the member or staff or other pupils involved
- A record of the exclusion and meeting is kept in the student's file. In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council Disciplinary Committee will meet to consider reinstatement of the student if the fixed term exclusion would bring the student's total number of school days of exclusion to more than fifteen (15) in a term. (P18 DfE Guidance)

Permanent Exclusion

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by a Principal:

- Where a student has brought a knife/offensive weapon into the Academy with the intent to use it
- In response to a serious breach, or persistent breaches, of this policy; and
- Where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances **(This is not a definitive list):**

- Physical assault against another student
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards staff or any other adult
- Sexual misconduct or assault
- Drug and alcohol incidents
- Deliberate extensive damage to property including Arson
- Carrying an offensive weapon for e.g. knifes, BB guns etc
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute

Refer to the GAT Behaviour and Exclusions Policy for information on permanent exclusion processes within the Trust: https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf

Power to discipline students for misbehaviour outside of School - *Bringing the Academy into disrepute*

Academy Leaders have the power to discipline students for misbehaving outside of the school premises including Fixed Term and Permanent exclusions. As such, the following may result in Academy Leaders applying sanctions for bringing the Academy into disrepute:

- For misbehaviour when the student is taking part in any school-organised or school related activity
- For misbehaviour when travelling to or from school
- Incidents of bullying, harassment or abuse on Social Media
- When wearing school uniform or in some other way identifiable as a student at the school
- For misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, that poses a threat to another Student or member of the public or which could adversely affect the reputation of the school.

Kingswood teachers and other staff will regulate the conduct of students when they are off school premises. Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Depending on the circumstances, any of the above sanctions may be issued to discipline students. Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

Police Involvement

Occasionally matters are referred to the police. Where this is done by the Academy, Academy Leaders will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the Academy will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.

The Academy will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The Academy will also provide student records given appropriate formal request by the police to further investigation of a serious crime.

Power to search

A search can take place if the member of staff has reasonable grounds that a student is in possession of a banned item and there is a risk of serious harm if the search is not conducted immediately. Searches can only be conducted by Senior and Pastoral staff and should always have two staff members present. Staff have power to search for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Cigarettes
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence

- Any item banned by the Academy rules which have been identified.

Search Expectations

- Only the following items of clothing can be requested to be removed during a search e.g. coats/blazers/socks/shoes
- 'Possessions' includes any item the student has or appears to have control of e.g. pockets/bags/desks/lockers
- Members of staff can confiscate, retain or dispose of the searchable items list, where reasonable to do so
- Any weapons, stolen items or controlled drugs should be delivered to the Police immediately
- Pornographic images should be deleted/disposed of unless the Police confirms it constitutes a specific offence
- Any items that are evidence of an offence should be delivered to the Police immediately
- The member of staff may examine the data/files on an electronic device if they have good reason to do so
- Ensure parent/carer has been informed of search in a timely manner
- The Principal will decide if and when to return a confiscated item.

In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, January 2018.)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Confiscation

The Principal and authorised school staff may conduct a search without consent for 'prohibited items' (see above). Items such as large sums of money, expensive or treasured items and mobile phones must not be brought to school; where these are brought to school these may be confiscated until parents/carers make arrangements for their collection. Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. This would be used in instances of low value items or items not collected after a reasonable period of time.

http://www.legislation.gov.uk/ukpga/2006/40/section/91#:~:text=91Enforcement%20of%20disciplinary%20penalties%3A%20general&text=(b)by%20any%20other%20member,head%20teacher%20to%20do%20so.

Physical Restraint

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Kingswood Secondary Academy is committed to ensuring that all staff with responsibility for student's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour and use physical intervention only as a last resort.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student from harming themselves, others or property.

This form of physical intervention may involve staff:

- Physically interposing themselves between students
- Blocking a student's path

- Escorting a student
- Shepherding a student away.

In extreme circumstances, trained staff may need to use more restrictive holds. Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep communicating with the student.

The decision when to physically intervene is down to the professional judgement of the adult concerned and should always depend on individual circumstances. All restraint incidents must be logged.

Serious Incident Procedure

When a serious incident has occurred at the academy, a full and fair investigation will be undertaken. This will involve taking statements from staff and students where needed and looking at the Academy's CCTV to gather information of the incident. CCTV is used by the Academy to maintain a safe and disciplined environment. The use of CCTV is outlined in the Trust CCTV Policy and related legislation.

Parents/carers will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents/carer will be asked to attend the academy to discuss the incident and possible ways of resolving the situation.

Additional associated resources

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

https://www.gov.uk/government/publications/searching-screening-and-confiscation

https://www.gov.uk/government/publications/school-exclusion

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

https://www.gov.uk/government/publications/good-behaviour-in-schools-checklistforteachers